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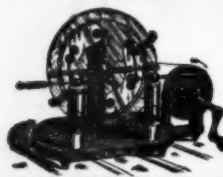
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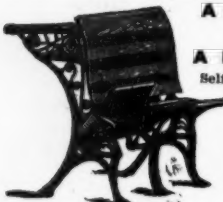
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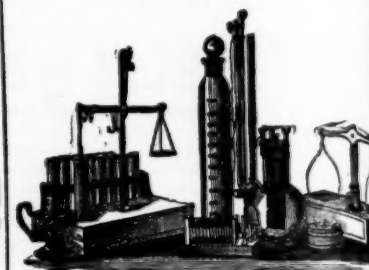
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COPYRIGHT, 1891, BY E. L. KELLOGG & CO.

AMONG the questions the wide-awake teacher will present to his older pupils, there's certainly will come up: "Should not this government join the other governments of the world in the treaty made last July in Brussels, respecting the slave trade and other matters in Africa?" Of the seventeen governments represented, all have signed the treaty except our own. The treaty must be signed by all or it is inoperative. Our government has not signed it. Congress adjourned without acting on it. There are those who think this government should not engage with other governments in recognizing territorial rights and suppressing the slave trade. As said at the outset, every boy in the high schools should know this question is before the world; and the girls also. Do this and do your "gerund grinding" also.

IN New York City there are spots that exhibit a low degree of civilization, to say the least. The worst of mankind, and womankind too, seem to congregate in these spots; the brigand from Italy, the anarchist from Germany, the thief, the smuggler, the drunkard, and the pickpocket. Now attention is being called to these degraded parts of this metropolitan city from the fact that there are school-houses planted there also. If there is to be a primary school in such a neighborhood, then there

should be police enough to keep order. It is a waste of public money to attempt to carry on a school if fighting, obscenity, and other forms of wickedness are allowed in the streets where the children must pass. The *Sun* is doing a good work in calling attention to this condition of things.

A PRIVATE school has some advantages that a public school does not have—it can address the public just as the merchant does, and set forth the importance of going to school, in earnest language. There is laid on the editorial table from time to time the circulars of the "Mountain Grove Academy," in Missouri. It flourishes, and no wonder. Prof. Lynch believes in using printer's ink.

There is not a town in the United States of 5,000 inhabitants and over where a private school might not be made to flourish. Of course there must be good teaching, that goes without saying; but the man at its head must be a live man in every respect. He must set forth the value of education in seductive language, morning, noon, and night. It is a taking subject with the American people; it is their weak side. He must make them feel that he believes in education.

A great many private schools fail because the teachers at the head do not understand education in its best sense; they know certain facts and they think all they have to do is to get boys into a room and compel them to learn those facts. A great mistake! They must know the human mind and especially the human boy. Such a school as Packard's Business college is created on an insight into the nature of the boys; but this does not mean that the boys do as they please, learn their lessons or let them alone. A successful private school is as strict in discipline as a good public school. Generally, the successful private school principal has been a successful teacher in a public school; he carries everything that is best along with him from one to the other.

Let it be noted then that of all men who should take a good educational paper like THE SCHOOL JOURNAL, the private school teacher is the one. He cannot afford to let it alone, cost what it may. There are many private-school teachers on the subscription list of THE SCHOOL JOURNAL, but there are many who are making a grave error by not obtaining the highest and best thought on that subject, by which they live; they should face their patrons with the feeling that they are posted.

POST-GRADUATE study is becoming more and more important. Graduation from a normal school is not enough. Something higher is demanded. The principals of the Pennsylvania state normal schools have adopted a year's graduate study, comprising solid geometry, plane trigonometry, surveying, three books of Caesar, three books of Virgil, advanced psychology, moral philosophy, logic, practice in teaching, and a reading of Quick's "Educational Reformers," Fitch's "Lectures on Teaching," and Payne's "Contributions;" in addition, chemistry, zoology, astronomy, general history, and history of English and American literature, with a careful study of four English classics.

Most of these subjects are included in the higher English course of the New York state normal schools, and all and more in the classical course of these schools. What the Pennsylvania normals should do is to add an additional year to their course of study. It does seem a little strange that in a state so rich and advanced as the Keystone state is that all of the subjects named above are not included in the work required for graduation. Minnesota, Illinois, California, and Michigan, are ahead of them in this respect. The post-graduate year should be entirely devoted to the study of the

methods, philosophy, and history of education. In other words, it should consist of purely professional work. What we need is a profession of teaching, but it will never come as long as we are held in bondage by the study of the facts of the higher branches. The amount of time that can be given to the serious study of the professional branches must be little in this post-graduate course when in connection with such study. Students are obliged to master nine or ten solid academic studies. Rather should such a course be called a "supplementary, academic course," with a sprinkling of professional work thrown in. It is to be hoped that the Pennsylvania normals will be able soon to bring to light a course of study that will prepare academic students for thorough professional standing.

THE diplomatic "incident" which has occurred with Italy is worthy of study, not only because such rarely happens, but because it shows how nations decide disputes in this age. Many less important affairs have brought on disastrous wars. The circumstances that gave rise to it are as follows: Some months ago the chief of police of New Orleans was killed in the street, it is claimed by members of the Mafia society, an organized band of Italian assassins. They were tried and after the case was decided it was held that some of the guilty ones had not been convicted. Thereupon a mob, led on by prominent citizens, broke into the jail and shot to death eleven of the Italians, three of whom were citizens of Italy. The government of that country immediately asked for the payment of indemnity to the families of the victims, and the punishment of the lynchers.

There is no doubt the Italian authorities moved too fast; the demands not being complied with immediately, they took a step (the recall of Baron Fava) before they fully understood the situation; it is doubtful if they understand it yet. Their action was precipitated by the political situation at home. Crispi, the deposed premier, and his friends undoubtedly tried to make it as difficult as possible for Rudini, his successor. The Italian authorities have already acknowledged their mistake, and the late letter of Secretary Blaine to the Marquis Imperiali, a very able document, seems to leave them no ground to stand upon.

Mr. Blaine calls attention to the wording of a former letter to show that he did not admit that the United States government was liable for a money indemnity to the families of the victims. The United States recognizes the principle of indemnity to those Italian subjects who may have been wronged by a violation of the rights secured to them by the treaty of 1871. But has the treaty been violated? Were the victims law-abiding men? These are questions to be settled.

Mr. Blaine shows that the United States does not insure the lives of foreigners. The Italian victims, however, have the right, denied to American citizens in like circumstances, of suing the lynchers for damages in the federal as well as the state courts. Criminal prosecution lies with the state courts and only when they fail to perform their duty can it be presumed that they mean to shirk it. In case of such failure the federal government will inquire what measures may constitutionally be taken. The Italian government is therefore placed in the position of demanding more than they had a right to ask, and complicating an affair with a nation peacefully disposed towards them, by undue haste. Their first demand of punishment of the rioters has been modified into a demand for judicial proceedings against them. The incident shows how greatly foreigners need to be educated in regard to our institutions. If cabinet ministers can thus misunderstand them, what shall we say of such foreigners as usually come to our shores?

## AS TO EXAMINATIONS.

Education suffers from its past. We have had handed down to us an astonishing confidence in examinations. The custom in New England, the fountain head of public education, has been for 200 years that the doctor, the minister, and the merchant, or the lawyer, should be a committee, or board, to manage educational matters. In pursuance of their duty they proceeded to ask a series of questions pertaining to arithmetic, geography, and the like. This custom still prevails there. In other parts of the Union, there are usually county officials who do the questioning, but everywhere there is a deeply imbedded feeling that the sheet anchor of our educational system is laid in examinations.

Within the past few years there has been felt less confidence in questioning the teacher as to his knowledge, and more confidence felt in the training he has had in teaching, yet the wheels of examinations roll on, and they will roll on for many a year; but as normal schools increase they will lessen in number.

There may be many a farce played while the great examination drama is in progress. For example, the writer has seen a third grade certificate that had been reviewed over twenty times, and it was given originally without an examination at all. Again, some of Supt. Draper's predecessors in New York state, gave out life licenses on application by letter. And a case has just come to hand, in another state, where a teacher received a five-year license, the highest in the state, on writing for it! The number of wrong acts done under the name of examination would mount into the thousands each year in this republic of ours.

Attention has been called repeatedly to the system inaugurated in the state of New York by Supt. Draper, as it will serve as a model. He issues questions to the county officials who lay them each month before such as are seeking licenses to teach; there are questions for those seeking the third, second, and first grade, and the licenses run for one, two, and five years respectively. Once in each year examinations are held under his direction for those seeking life diplomas; this last class are exempt from further examination.

As to this class a word should be said before continuing the discussion. It is thought that if a teacher is not frequently examined he will become "rusty." But what happens to the minister, lawyer, or doctor who becomes "rusty"? We have lots of them. They take back seats; they retire. So it will be with "rusty" teachers. The stimulus of an examination is quite valuable at first; it loses its power after awhile. How do lawyers, doctors, and ministers keep from getting "rusty"? They meet and discuss their vocation. And so the teachers must meet, even if they do possess life licenses, and discuss education.

There is a widespread maxim respecting teachers—it is that they need to be well watched. And there is a good foundation for the maxim. A large proportion of those who have been admitted as teachers have been examined in a few petty matters relating to arithmetic, geography, etc.; they have been admitted not because they understood children, loved children, and understood how to train them and build them up in accordance with the laws of their being, but because they could "bound all the states," parse in "Paradise Lost," and could add and "cast out the nines." Now teachers who have been admitted to the school-rooms on this basis need to be well watched; they will do little as mind-builders unless they are very closely inspected—and possibly not even then.

THE JOURNAL has protested against this state of things because it is an injury, both to the child and the teacher. The injury to the teacher has already been alluded to; he is granted a certificate, but a set of officials are employed to oversee him on the ground that he needs watching. To estimate the injury done to the child of putting one over him whose value is measured by the answers he can give to certain questions, we must look at the bad habits, the want of interest—in fact, at a long train of evils.

It is now becoming plainer than ever that teachers

must be trained as teachers, and to be teachers; and the most enlightened county officials see that if they do this training they will not need to travel from school to school, hear a class or two, and then hasten on to the next in a vain effort to find out how the teacher is teaching. The teacher who has been properly trained may be left to work and no watching will be necessary except such as comes from the locality.

The training school, that should last for four weeks during the vacation, should be under the charge of the county official, and he should be assisted by those holding life diplomas. These third, second, and first grade teachers should be pursuing a course of study under the direction of the county official; be in correspondence with him; be met by him monthly, at least, to discuss important questions.

This plan is being adopted in many parts of the country; the license is granted at the end of the normal training term; the beginners go into the third grade class and get a third grade license; those who were beginners last year go into the second grade class and come out with a second grade license.

Of course all will depend on the kind of training school that is maintained—but the art of carrying on county training schools has got to be learned, and when it is learned, examinations as to the three lower grades will disappear.

ONCE in a while we find a criticism of educational papers in the pages of literary and political journals, in which they accuse them of being "crude, shallow, uncritical, carelessly edited, full of poor flatteries, lacking in dignity, and lacking in definite aim." *The Public School Journal*, Illinois, thinks that it is evident that these writers have limited their observations to Eastern school journals! A little farther on this paper says "that only shallow school journals can secure remunerative subscription lists!" It is a question whether the accusation of the journals first named or the last is more severe. What school journals have secured remunerative subscription lists? Certainly the catalogue will be short. But, do they secure their readers from shallow teachers? It is the experience of canvassing agents that shallow teachers do not subscribe for school papers. The live, progressive teachers are the ones who take the largest number of papers, and pay their bills most promptly.

It is unfair for a Western journal to intimate that all of the shallow, personal, educational journalism is east of the Alleghany mountains. It would be equally unfair to say that any such papers are published in the Mississippi valley, or on the Pacific coast. It cannot be claimed that educational papers are what they ought to be. Most of them are young, even the oldest now published not having reached their majority. *The Academician*, the first number of which appeared in this city in February, 1818, was an able paper from the first number to its death. This was followed by *The American Journal of Education*, started in Boston, in 1826, and was an honor to American scholarship. Whoever has heard of Horace Mann, has also heard of his *Common School Journal*, commenced in 1839, and under his editorial care for ten years, and *Barnard's Journal of Education*, founded in 1855, and continued thirty years, is a record of school literature and information, unequalled in the history of education in this or any other country. Has educational journalism fallen on evil times? By no means. Although not perfect, it is meeting the wants of the average teacher far better than ever before.

A SCHOOL depends upon what kind of a person the teacher is; not on appliances. The smooth side of a slab for a seat in a log school-house, if a teacher guides the school, is far preferable to polished cherry in a palatial building. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations.

AN English educational paper comments on "the necessity of improving the condition of the teacher" and quotes from the *Cambrian News*:

"The manufacture of elementary school teachers is altogether in excess of the requirements, notwithstanding the fact that teachers leave the profession for almost any other calling, owing to the smallness of the remuneration, the insecurity of the tenure, and the general uncomfatableness of the occupation. The valuable and arduous duties of teachers in many rural districts are discharged for a mere pittance ranging from about fifteen shillings a week. Elementary teachers are ready to take each other's places when shabby boards and managers reduce salaries. It is high time that teachers, who are educated men, should be taught to abstain from taking places which have been vacated because of attempts to reduce salaries. Teachers' salaries in the rural districts are too low, and something like a strike would be justified if the teachers were not too jealous of each other and far too timid to work together."

A "strike" indeed! Have we come to so low a point? We say improve the teacher and make it a profession in fact. Then, when the right time comes, let none but professionals (*i. e.*, those holding diplomas) be employed. The physicians worked through just such a condition of things and so can the teachers. We advise the English teachers to do as the American teachers do, move forward.

M. COMPAYRE sees in the University movement "a novel application of University action—an extraordinary proof of the power of literary and scientific proselytism, breaking through the bonds of red tape, and arousing thought in the lives of the masses of the people; and that, too, apart from all political or religious bias, and by a genuinely social and generous movement, affecting both sexes, and reaching all classes of the nation." But it is generally admitted that in this country a similar movement would not be successful.

PRESIDENT DAVID STARR JORDAN, of the Stanford university, is a typical man as well as a distinguished scholar. He is an athlete, teacher, and parson. He is six feet one and a half inches high, and weighs two hundred and fifteen pounds, and can swim, play baseball, and talk Norwegian. He is also said to know a great deal about trout, rods, and reels. All this shows that it doesn't hurt a great scholar to know a great deal about common things. The time has passed when we worship the great unknown.

SOME people seem to think it is a strange thing to find colored students as smart as white students, yet Dr. J. C. Hartzell, of the Freedman's Aid Society, says that when they have a chance they make wonderful progress. In the Nashville college these colored boys learn everything from handling tools, levers, wheels, and axles to steam engines, motors, and dynamos. This is in no way strange. It was never claimed, even by the most radical haters of the colored race, that they were not human beings, and if human why not able to do human things?

MEN come and men go, and will continue to do so, to the end of time. This is especially true of superintendents and teachers of schools. Supt. Day, of Pittsfield, has just resigned, and in addition has given his reasons for such action. He says:

"The position of superintendent is a hard one under the most favorable conditions, and I feel that the conditions are not favorable for me. I have not the tact, or luck, or thickness of skin, necessary to carry on the work without constant friction and annoyance. I am thoroughly tired and discouraged in the effort, and I beg leave to resign the office."

"This is an honest confession that could be made by thousands of other superintendents had they the courage of their convictions."

DR. SEELYE, recently president of Amherst college, declares that at the present rates of progress the women of the country will, at the end of the present century, be better educated than the men.

MANY rooms have been rented and fitted up for school purposes in this city, for the use of the children of newly arrived immigrants wishing to learn the English language. They cannot get into the public schools. How can we compel children to go to school, when there is no school for them to go to? This is quite a question.

It is said that manual training is one of the features of the state normal school at San Jose, Cal. The time is not distant when manual training will be a necessary part of all the normal schools of the world; and if of normal schools, why not of every school?

## MANUAL TRAINING IN THE BOSTON SCHOOLS.

(From our Boston Correspondent.)

Manual training is making good progress in Boston, as it is everywhere. I send you brief account of several items pertaining to the subject here.

1. *Sewing Schools.*—The school board of this city employ more than thirty regular teachers of sewing, who give instruction to all the girls in the grammar and upper primary schools. The interest which has been excited and the advance which has been made, within a few years in this branch, are very great. A case has recently come to my knowledge where, upon the death of the mother of a large family, the oldest of the girls made the dresses for herself and her sisters and did all the cooking for the family, as a result of the instruction she had received in those two branches in the public schools.

2. *Kindergartens.*—There are twenty-four kindergartens supported by the city and all under the most efficient management, and doing excellent work. One or more of these is in every division in the city. No portion of the entire public school work is more successful than these kindergartens. They are under the direction of a standing committee, with Miss Laliah B. Pingue, a most capable and accomplished kindergarten, as chairman. The committee, besides the chairman, consists of two ladies, Mrs. Fifield and Mrs. Dr. Keller—both very efficient,—and two gentlemen, Rabbi Schindler and Dr. Dunn, who are whole-souled in the work. From the time when these kindergartens were turned over to the city by Mrs. Quincy Shaw, to the present moment, they have proved an entire success and very popular.

3. *Clay Modeling, &c.*—At the present time all the primary teachers in the city are being instructed in clay modeling, paper cutting, and other rudiments of manual training, so that in September next, they can introduce this method of teaching systematically in all the primary schools of Boston, and teach it successfully.

4. *Drawing.*—In addition to the drawing which is regularly taught in the grammar and high schools, five evening drawing schools, under competent management, are doing excellent work. The drawing in the public day schools is not, at present, in a satisfactory condition. The books used, and the only ones authorized by the school board, are antiquated, and there is but one drawing teacher for the whole city. It should rather be said—one director of drawing. The teaching in this branch is done by the regular teachers.

5. *Sloyd Work &c.*—Besides a teacher of manual training in the Latin school building there are three regular schools for sloyd work, connected with various grammar schools, with special instructors. Besides these, certain experiments are being tried, such as instruction in sloyd, given to the primary pupils in the Rice training school, which is connected with the City Normal school, presided over by that renowned instructor, Dr. Larkin Dunton. At the last meeting of the school board, I notice that the board voted to open in East Boston, in the Paris street primary school-house, another manual training school, and I am told by a member of the manual training committee that they have lately opened in the same section of the city an additional evening school for cookery, designed for the instruction of the girls who have graduated from the day schools. This promises to be very useful. It has been opened in response to a petition from the families, and these girl graduates, in that section of the city.

6. *The Eliot School Fund and Manual Training.*—In the old "Eliot School," in Jamaica Plain, an excellent enterprise is being carried on by the joint effort of the city school board and the trustees of the "Eliot School Fund," through which manual instruction is successfully given to the pupils of five grammar schools in the southerly section of the city.

7. *Mechanic Arts High School.*—But the great movement now on foot for a new manual training high school eclipses all other efforts. At a late meeting of the school board, Mr. Samuel B. Capen, a very efficient and active member of the board, reported in behalf of the committee on manual training, of which he is chairman, an order asking an appropriation from the city council of \$100,000 to build a "Mechanic Arts High School,"—\$40,000 to buy 23,000 feet of land, and \$60,000 to build the building. The order passed the board unanimously and was sent to the city council. There is but little doubt but that the appropriation will be granted and the building erected at an early day.

By the above several items, it will be seen that this city does not propose to be one whit behind other places in the matter of manual training. Moreover, she does not attempt to do any of these things by the "rule of guess,"

but advancing to each subject with a well-defined and intelligent purpose, endeavors to carry forward all such movements vigorously and skilfully. An old Scotch gardener, some years ago, in urging me to have my grape vines trimmed, said that surely I should want "them done judgmatically." So, whatever Boston undertakes she wants done "judgmatically."

## WINTHROP TRAINING SCHOOL FOR TEACHERS.

By SUPT. D. B. JOHNSON, Columbia, S. C.

This institution was founded in 1886 for the purpose of improving the common schools of the state, and is accomplishing much in that direction, besides giving our noble women a means of self-support, which they are specially adapted to utilize. In the four years of the existence of the school, eighty-seven trained teachers have been sent out by it, who have readily secured positions and greatly elevated the tone and standard of the schools by their skilful work and good example.

The general assembly of 1887, recognizing it to be not only an imperative necessity and true economy for the state to provide skilled instructors for the common schools, in which 195,000 of her children were being educated at an annual public expense of nearly \$500,000, but also an act of simple justice to South Carolina's devoted young womanhood, established scholarships in the Winthrop school for training one teacher annually from each county of the state. The school itself had previously given one scholarship of free tuition to each county. These scholarships are awarded upon competitive exam-

inations held by the state superintendent of education in the different counties of the state, and each year there have been over one hundred applicants for them.

This sole expenditure by the state for the training and higher education of her girls, though small, has already yielded a rich return. It was wise to begin work in this direction with a provision for teacher-training. A state which recognizes it to be for her welfare, and accepts it as her duty to maintain public schools for the education of all of her children, very properly makes provision to have trained teachers for them. In this way the money appropriated by the state for public education is made effective, and accomplishes that for which it was intended.

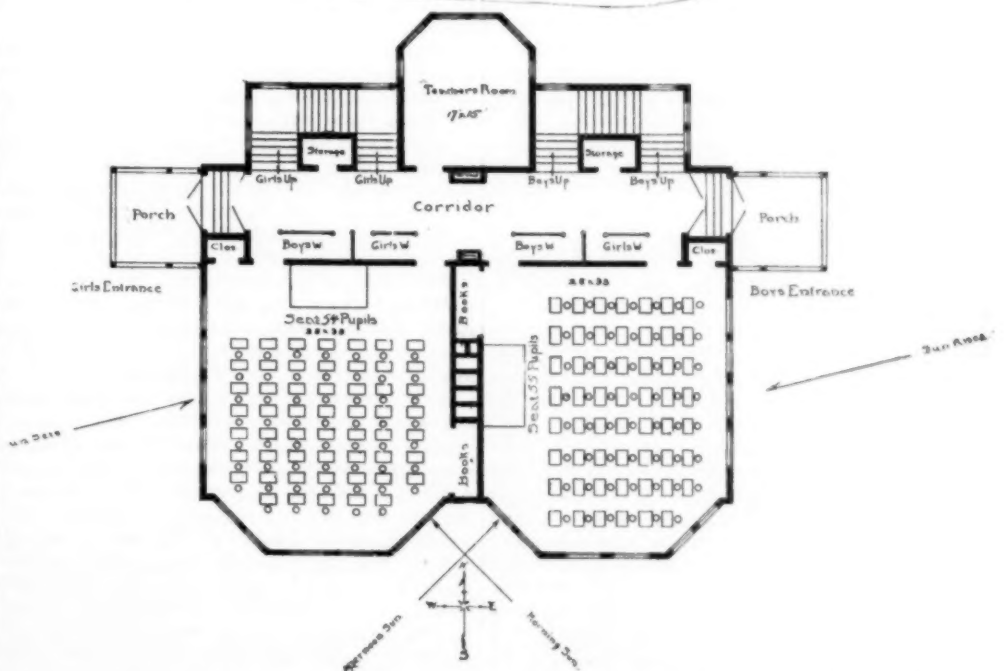
The state, however, cannot afford to stop here in this good work with this comparatively insignificant provision. Its success, the grateful appreciation of the beneficiaries and their good work for the state, should lead to its enlargement.

Liberal provision for the education of her sons has long been the settled policy of South Carolina, but she has, up to this time, woefully neglected in this particular her daughters, who have modestly, uncomplainingly, and trustfully awaited justice for these many years. This reproach to our state should not be allowed to longer stand. Our noble women, the hope and pride of our commonwealth, are equal in number to the men, and have more to do with determining the character of our citizenship through their greater influence upon the young. They surely deserve equal consideration at the hands of the state, whose welfare is so dependent upon them.

[CONTINUED ON PAGE 278.]

SCHOOL HOUSE - MELROSE MASS.

-LORING AND PHIPPS - ARCHTS - BOSTON-



The building is of wood with stone underpinning; clapboard exterior, shingled roof, inside finished of cypress, floors of maple. Wardrobes are open style, 4' 6"; pine floor. Rooms are 13 feet high and to seat 54 to 36 pupils; there are four school-rooms and two recitation or kindergarten rooms; book closets and teachers' closets in each room.

Rooms are arranged to receive sun all day. Base-

ment is concreted, and sanitary arrangements for boys and girls are in the basement.

Heating and ventilation by Barstow Stove Co. Total cost of building, including everything, such as heating ventilation, grading, and architects' services, \$10,000.

Loring & Phipps, room 1108, Exchange Building, State Street, Boston, are architects of this handsome and convenient building.

Gov. Richardson, in his message, said: "There is no reason why our females, called to earn their bread by their own labor, should be confined to the school-room. Their remarkable aptitude for teaching is simply an indication of what they can do and have done and will do in other departments suited to their sex." There should be some provision to give thorough, practical training in the industrial arts, in order that woman's opportunities for self-support may be multiplied, and that she may be prepared for the successful performance of all those duties which commonly devolve upon her. The beneficent influence of such industrial training would be seen and felt in the home, in the school, in the place of business, and in all of the walks of life. Other states, notably Mississippi and Georgia, have recognized their duty in this respect, and have fully met it.

South Carolina is in position to easily make this much needed provision. The Winthrop school, already firmly established, with the influential and wealthy Peabody board behind it, and accomplishing much for the women and schools of the state, could, at small expense, be so enlarged as to give this industrial training in addition to the training for teaching.

#### RESPONSIBILITY FOR CHILDREN'S FAULTS.

In *Macmillan's Magazine* there is a discussion that is well worth reading. It is a caricature, but we learn from caricatures:

"There is a growing tendency to account for childish faults in such a manner as to transfer the whole burden of responsibility from the child to its teachers. A small band of enthusiasts, with Froebel, hold that in the reformation of the teacher they have discovered a universal panacea for the manifold ills of this much-maligned world. Poets might sing of the heaven which 'lies about us in our infancy'; but the mother who said, 'Go and see what baby is doing and tell him he mustn't,' had a far truer insight into the nature of things. Now-a-days all this is changed. Like Socrates, we believe that all vice is involuntary; but, unlike Socrates, we attribute it not to ignorance, but to knowledge. Education has been the ruin of the world. The disciples of Froebel and the rest of the enthusiastic educationalists proceed to argue on the hypothesis that you might mend if you would, that now that the true light has dawned, evil will shortly vanish from the world, and that if this happy result be not immediately achieved the fault will lie at the door of the teacher. According to them the nursery is to be a storehouse of wholesome and beautiful influences. Every toy, every picture, every game, is to be selected for its educational value, and made a potent instrument in molding the mind and the character of the infant. And since you cannot at every moment be sure of an entrance into the nursery, which shall allow you personally to superintend all these details, you must begin as far as possible by educating the parents.

"Whether in the nursery, then, or in the school-room, the children are to be ceaselessly watched; their natural tendencies are to be encouraged; they are to be trained by useful occupations; and they will never be idle because they will always be interested. They are to live in an atmosphere of sympathy; they will find everything pleasant; but though their school-time will be passed under ideal conditions it will nevertheless serve as an excellent preparation for the struggles of later life. Moral progress will become a steady process of development, not a constant struggle between duty and inclination. There will be no coercion and no punishment; because there will be no mischief and no rebellion. Are these two processes compatible? Is it desirable to remove all obstacles and to smooth away every difficulty? It was an old belief that experience, if a hard, was an excellent teacher, and that the air of the Lotus Island scarcely tended to produce a nation of statesmen and warriors. It may be said that the pursuit of knowledge in itself involves difficulties enough, and that these cannot be removed. Just so; and will this softly nurtured, carefully guarded generation possess the courage and perseverance required to surmount them? We venture to doubt it, and when the inevitable failure has come, will the whole blame rest upon the teacher? Or shall we at length begin to suspect that though education can do much it cannot do all, that character counts for something, and that there is a certain inherent, originating power in human nature which will have to be reckoned with after all? It will be difficult to go on dwelling in that fool's paradise, in which the reformation of the teacher seemed the one thing desirable."

#### TEACHING ENGLISH LITERATURE.

By Prof. F. V. N. PAINTER, Salem, Va.

For some years our educational work has been growing more practical. Common sense, as embodied in the educational writings of Milton, Comenius, Pestalozzi, and Spencer has gained recognition; and the effort is now being made to bring education into closer relations with the needs of daily life. This tendency toward greater utility has encountered stubborn resistance at every step. But truth is strong; and gradually traditional theories and unscientific practice have yielded ground to educational progress.

Along with natural science and the modern languages, the mother tongue has acquired a prominent place in our courses of study. One can not think of the former neglect of English without a feeling of indignation. That the chief instrument of our thought, the principal source of our knowledge, and our sole instrument of literary activity, was either entirely neglected or relegated to a very subordinate place—this is one of the most surprising and humiliating facts in educational history. Happily this is now changed. From the primary school to the university, English is receiving increased attention; and the day is probably not far distant when it will become the backbone of every course of study that aims at liberal culture.

Owing to the comparatively recent introduction of extended courses in English, the subjects and methods of instruction are by no means settled. It is pre-eminently a time of experimenting. But educators are earnest in seeking what is best, and there is reason to feel proud of what has already been accomplished. Comprehensive schemes of study, including grammar, rhetoric, scientific etymology, Anglo-Saxon, and English literature, have been devised, and the instruction has shifted in great measure from the discussion of theory to the drill of practice. Our students now learn to do by doing.

No other part of this comprehensive course has given more trouble and is at present in a more unsatisfactory condition than English literature. The old histories of English literature, which did good work at a time when there was nothing better, are now regarded by intelligent teachers as unsatisfactory. These manuals teach the student a good many useful things about English literature, but they do not teach him English literature itself. It is common for students to master them, and yet have no direct acquaintance with the English classics, and no appreciation of what is really excellent in matter and style. Such a result indicates a radical defect in the text-book and in the manner of instruction.

But in breaking away from an absurd method, which kept the student in ignorance of the subject studied, we are in danger of drifting into new errors. Sometimes our work becomes incomplete and fragmentary. We study single works with more or less thoroughness, but neglect the circumstances in which they originated, and their relation to the great body of English literature. Or, again, in the effort to obtain completeness, and yet avoid unwieldy bulk, the student is furnished with brief extracts—tidbits of a dozen lines or so—by which to judge of the various authors. Is this not repeating the folly of the man who, wishing to sell his house, repaired to the market place with a brick, which he showed as a specimen of the property for sale?

What, then, is the true method of teaching English literature? From what has been said, the intelligent reader will have formed an idea of its two essential features. In the first place, it must bring the student to a study of representative English masterpieces. This is the only way to get a just idea of our literary treasures, and to form a correct literary taste. And in the second place, we must bring before the student a connected view of the development of English literature as a whole. A national literature is a growth. In unbroken continuity it stretches over centuries. It is not an independent thing, but is molded in large part by the social, political, and religious conditions in which it springs up. Literature itself, as embodied in a few masterpieces from the successive periods of development, and a philosophical presentation of the causes and course of that development—these are the two indispensable requisites entering into the best teaching of English literature.

At present there is no text-book prepared in accordance with these principles. What, then, is the teacher to do? He has two objects to accomplish. In order to present the great historic development of English literature, he must either use one of our numerous manuals or resort to a series of lectures. Neither course is likely to give entire satisfaction; for none of our school histories of English literature are really philosophical, and the

lecture system, apart from the great tax on the teacher's time and strength, does not sufficiently arouse and exercise the student's mind. As to the direct study of the English classics, we are more fortunate. The most suitable texts from the several periods of English literature have been published in cheap annotated editions, and it is only necessary to make judicious selections. What is lacking in the biographical and critical introduction—and many of our school classics are defective in these particulars—may be supplied by a lecture from the teacher or essays by members of the class. If the sources of information are specifically pointed out by the teacher beforehand, such essays may be made very profitable and interesting.

## THE SCHOOL ROOM.

APR. 25.—DOING AND ETHICS.  
MAY 2.—LANGUAGE AND THINGS.  
MAY 9.—EARTH AND NUMBERS.  
MAY 16.—SELF AND PEOPLE.

#### A COOKING LESSON.

(Report of a lesson given by Mrs. Hope at grammar school 41, Miss E. Cavannah, principal.)

The kitchen of grammar school 41 is a pleasant, airy room furnished with large cooking stoves and individual gas stoves, sink, closets, and cooking utensils, all of the most approved and convenient pattern. On the walls are pinned compositions by the pupils on "Digestion," "Wheat," "Bread," "Eggs," etc., and there are drawings on the blackboard of wheat, potatoes, etc., also done by the pupils.

The teacher greeted the class of 30 second grade girls in white caps and aprons, with a pleasant "Good Morning," and began her lesson by giving the recipe for tomato soup, the pupils writing it in their note-books. "Take 1 can, or 1 quart of tomatoes, 1 pint of boiling water, 1 teaspoonful of sugar, 1 teaspoonful of salt, 5 cloves, 5 pepper corns, 1 tablespoonful each of butter, chopped onion, parsley, and corn starch or flour. (Use a little less than a tablespoonful of corn starch.) Put tomatoes, water, spice, and seasoning on to boil; heat the butter in a small saucepan, and when it bubbles, put in the onion and parsley. Cook 5 minutes; be careful not to brown. Add the flour or corn starch and when well mixed and frothy, thin it with a little of the tomato and stir it into the boiling soup. (Always add enough liquid to thickening to make it thin enough to pour.) Let it simmer 5 minutes; add more seasoning if needed. Rub through a strainer and serve with boiled rice or crackers—the best are Boston crackers, split and browned."

The rule for pea soup was then given, the teacher saying, "This is a very nutritious soup; peas, beans, and lentils are nearly equivalent to meat in food value, only they lack fat, which can be supplied by butter. Take 1 can (or 1 quart) of shelled peas, 1 quart of water, 1 pint of milk, 1 teaspoonful of sugar (this will not be needed with fresh peas), 1 teaspoonful of salt, 1 salt-spoonful of white pepper, 1 large tablespoonful of butter, 1 tablespoonful of flour, and a few grains of cayenne pepper. Cook the peas in water until they are very soft, rub through a strainer and put on to boil. Cream the butter and flour. (To do this, pour boiling water into a bowl and turn it out again at once so as to heat the bowl only moderately, put in the butter and heat until it bubbles, then gradually stir in the flour.) Thin the cream with a little of the soup. Then stir all together. Add seasoning and hot milk. Simmer 3 minutes."

Three little "housekeepers" (to take care of dishes, etc.) were then appointed from the class and four cooks—two for each soup. The remaining pupils left their seats to observe and criticize, as those who do not participate in the class work are expected to try the recipes at home. The evident enjoyment of the children was a pleasant sight. Strict attention to work is required, the little cooks being left to carry out the careful directions given them with little further assistance. "They learn from their mistakes," said the teacher. No restrictions are imposed, however, except that the talking and laughing shall not be noisy. After opening a can of tomatoes, the teacher gave the general rule, to "always turn out the contents of a can into a bowl or dish, as soon as it is opened, as the oxygen of the air begins at once to act upon the tin." She then left the class to their work for a few moments and kindly explained her system, which consists of study and practical work, at first with starchy foods, then with the albuminoids, beginning with eggs, and finally with combinations, the pupils making out

hills of fare. The special practical value of such teaching is evident at once, especially to Americans, who commonly waste so much material that might be utilized in nutritious and appetizing dishes, nor is its general educational value small, considering the judgment, self-reliance, and exactness, required for good work. By this time the soups were cooked and served, and the reporter can vouch for the success of the little cooks.

### A LESSON ON PAPER SOLID FORMS.

(Report of a lesson given in the primary department of grammar school No. 41, Miss M. I. Williams, principal. The class was in the third grade, the materials used were solid forms, cone, square and triangular pyramids, paper tablets, slates and pencils.)

The teacher directed the pupils to take the cone and point to vertex, base, and curved surface.

What can you tell me about the curved surface? "It tapers toward the vertex."

What has the square pyramid like the cone? "A vertex." "Both have bases." "Both have plane surfaces."

Are the bases alike? "No; the base of the cone is a circle, the base of the square pyramid is a square."

Tell me something else about the square pyramid, that is different from the cone.

"It has no curved surface. It has edges."

Take the square pyramid in your right hand and the triangular pyramid in the left. What is there alike about them?

"Both have vertices, plane faces, and isosceles triangles."

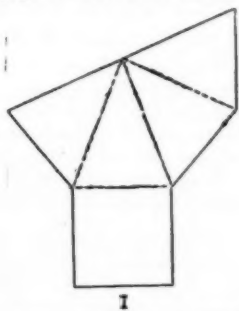
How many isosceles triangles has the square pyramid? "It has four." How many has the triangular pyramid? "Three."

What shape are the bases? "The base of the square pyramid is a square, the base of the triangular pyramid is an equilateral triangle."

What is an equilateral triangle? "A triangle all the sides of which are equal."

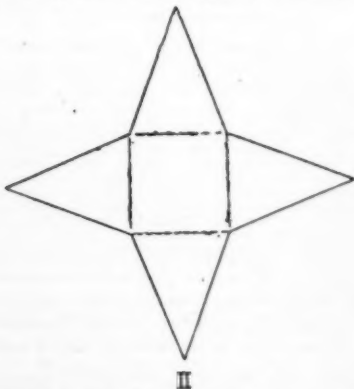
How many acute angles are there on the triangular pyramid? "Twelve." Tell me an easy way of finding this out? "Count by threes, there are three on each side and three on the base. Add by threes or say four times three."

Take your square pyramid and fit tablets to the sides and base. In the same way fit tablets to the triangular pyramid. When you have all the faces covered, lay the tablet for the side faces so that the triangles meet at one point and the tablet for the base so that one of its edges touches the base of one of the triangles. That is the shape you would draw if you were going to make this pyramid with paper. We will do this another way.



I

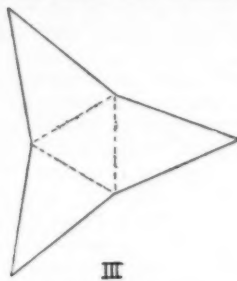
Stand your square pyramid on your slate. Trace its base. Lay the pyramid on its side and trace one of its triangular faces above the square, the base of the triangle touching the edge of the square. Place the pyramid on its base, in the traced square, turn it down and



II

trace another triangular face below the square. Tell me where to trace the other triangular faces. "One on the right hand side of the square and one on the left hand side."

Stand the triangular pyramid on its base and trace around it. Lay it on one side and trace letting the base of the isosceles triangle touch one side of the equilateral triangle. Who can tell me how to trace the other sides?



III

"Let each base of the isosceles triangles touch a side of the equilateral triangle."

### FOLDING RHOMBS AND RHOMBOIDS.

(Report of a lesson given to a 3rd grade class in the primary department of grammar school No. 41, Miss M. I. Williams, principal. The material used was the four-inch square folding paper.)

What shape is this paper? "It is square."

Tell me something about the square. "It has four right-angles and four equal sides."

Lay the paper on your desk and fold a diagonal. What is a diagonal of a square? "A line from one corner to the opposite corner through the center." What have you, now that you have folded the diagonal? "A right-angled triangle."

Show me the right angle; the acute angles. Unfold your paper; fold the other diagonal; unfold; turn your paper upside down and fold a diameter. What is a diameter? "A line going from one side to the opposite side through the center."

Fold the other diameter and open the paper. Hold the paper at each end of a diameter. Make these ends touch, holding them together; fold on the diagonal creases, so that the paper forms a double right angled triangle.

"Hold this right angle up like a pyramid. Taking the right hand corner of the triangle nearest you, fold it under so that the acute angle touches the right angle at the top of the pyramid. Fold the left hand corner in the same way and you will have a square. Fold the other triangle to a square in the same way. You have a double square. Fold one side of one of these squares back to the middle crease. Fold the opposite side from the opposite corner



IV

to the middle crease. What form have you? "The rhomboid."

How can you describe the rhomboid? "It has two equal long sides, two equal short sides, two acute and two obtuse angles."

Take another paper. Crease diameters and diagonals. Make the double square. Fold the rhomboid.

How do you make a rhomb out of a rhomboid? "Fold from the upper corner, the upper short side back to the middle crease; fold, from the lower corner, the lower short side back to the middle crease." Tell me all you can about the rhomb. "It has four equal sides two acute angles, and two obtuse angles."



V

### AN AGGRAVATED CASE.

A boy and his mother came up the stairs and entered the department, just before the school was called to silence the other morning.

The mother was from one of the back streets in our city, poorly dressed, slovenly, and with a depressed air that was most distressing to see. She sat down, with a long drawn sigh, in the chair I offered her, and began, with an evident attempt to hold herself in check, to give me the history of her boy. As she went on she warmed to her work, and before the bell rang she had succeeded in giving the young man a very bad character, and also in expressing her total inability to deal with one who walked in as crooked ways as he.

The boy took it all with the air of one long accustomed to similar outbursts. His knees were bent, shoulders depressed, head thrust forward, hands and face dirty, hair uncombed, shoes the color of the last marsh explored. Though he was but fourteen years old he had permanent lines on the forehead and above the eye-sockets from long continued scowling. He carried the mark of his associations with him and was plainly a type of one educated upon the street. I could easily place him in imagination in his surroundings and recognize him as an important factor there.

Out of breath, the mother stopped and glared at the boy, and having given him the worst possible setting out asked me if I would enter him as a pupil in my school.

I asked the boy to arrange some books on the desk in a certain way, and without appearing to notice him went on talking with the mother. He arranged the books quickly enough, and correctly. Then I asked about the marsh on the other side of the hill, and regarding the railroads that ran along its margin. He knew as much about them as I did, if not more. He did not know the name of the capital of the United States, nor the name of the capital of his own state; could not add  $\frac{1}{2}$  and  $\frac{1}{3}$  to save his life, and spelled bird "bured" unblushingly.

I concluded to take him into my (grammar) department and try to do something with him. This I told to the mother, and she departed without so much as a "Good day!" or a "Thank you!" After this lack in the mother I began to pity the boy.

"Well, Frank, we're in for it now," I said. "I want to find out something about you. Do you attend school every day, or do you take a day off now and then?"

He went out of his way to impress me with the fact that he never played truant.

I did not believe what he said, but I acted as if I was much relieved to know that he was a regular attendant at school, and that this was a great point in his favor.

Then I told him that all the boys had clean faces, and clean hands in our school and that these boys would notice his if they weren't put in better shape; also that he might go home and "fix up" a little and come back, when I would give him a seat in a class-room.

"By the way, Frank (as he was going out of the door), see if you can't get a shine on those shoes."

He looked at his shoes, said "All right!" and passed down stairs.

In half an hour he was back with his hands in tolerable shape, face quite clean, and hair in a sort of soaked regularity. His shoes were not blackened, and he hastened to inform me that his folks were without this article on the home premises.

"Did you see your mother?"

"Yes; I got home before she did."

"What did she say?"

"She thought I'd been sent home."

"So you had."

"But she thought you'd sent me home."

"So I did."

"But she thought I'd been bad and you sent me home for that."

"Oh-h-h!"

"Come, we'll go down to your class," said I.

I put him in a class near the rear of the department. The teacher of this class gets on the right side of a boy if he has one. If not she goes to work and makes a right side to him.

To-day I saw him struggling to perfect a capital e in writing, and further, to make harmonious juncture with an a that came after it. I sat down and examined his work, and finding that his hand was clean, while I was writing I put my other hand on his. I worked and talked for a minute or so, suggested some improvements that I expected, said, "Stick to it, Frank," and went away.

Poor little fellow! What's going to become of him! In a day or so I expect that his old associations will call him with such a powerful voice that he'll obey and jump the school for a day or so. I'll tell you more by and by.

### WHAT CAME OF TEASING.

(The teacher should tell the story and then question the children upon it.)

On election day, last November, some children were playing around a bonfire in a vacant lot. One of them was a little girl named Floy. Some of her playmates dared Floy to walk through the fire.

She did so, and in a moment her clothing was in a blaze. The other children, terribly frightened, ran away and poor little Floy ran screaming to her home. When she reached there her clothing was burned off and

she was, of course, dreadfully burned. She died, after some weeks of suffering. Her playmates, some of them the children who had "dared her," came to see her during her sickness and tried to cheer her and soothe her pain, but they could do very little for her and all that was done could not save her life.

Do you think the children meant to hurt Floy when they dared her to walk through the fire?

Was it not very cruel fun? Would it not still have been cruel even if Floy had escaped without severe burns? Why? Is not anything cruel that frightens or puts anyone in danger, even if no further harm comes of it?

Can real fun ever be cruel?

Suppose the children who dared Floy to run through the fire had done so themselves, what would you say of their conduct? Is it ever right to go into danger simply to show that we are not afraid?

Is this real courage?

Was it right for Floy to do as the children told her?

When is it right to go into danger? Then what should the children have done when they saw that Floy's clothing was on fire? Do you know what to do if your clothing or that of another person should take fire?

How do you suppose the children felt when they saw what followed their cruel teasing? Did they not do all they could to show that they were sorry? Did this do Floy much good?

Should we not be very careful not to do harm that we can never repair? Are we not all likely to do mischief by saying foolish and thoughtless things, as these children did?

Is it not wrong to tease when we see that what we say hurts some one's feelings, even though we intend it only as a joke?

Do we not say many things that we would not like others to say to us? What is the only right way to treat others?

I am going to write some of the things we have talked of, on the blackboard.

Never tease or "dare" anyone into doing something dangerous.

Daring is not always true courage.

"Evil is wrought by want of thought,  
As well as by want of heart."

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

### SOME AUTHORS AND THEIR DOGS.

Charles Kingsley was very fond of pets, especially of dogs. He had a Scotch terrier, Dandy, that was the companion of his walk for thirteen years. Besides Dandy he had a retriever, called Sweep, and a "Teckel" presented by the Queen, and named "Victor" after her. This little creature was sick for some time before its death, and Kingsley sat up with it the two last nights of its life. He was fond of cats also, and there were always a number of them around the stable and home. He had a pet family of toads on the lawn, and he was very careful that the scythes did not come near them. A pair of sand-wasps lived in a crack in his dressing-room window. He was fond of every creature that lives, except the spider, to which he had a great dislike.

Charles Reade, the novelist, was passionately fond of dumb animals. He had a dog which would jump on his table a half dozen times each day, hold out his paw, and wait till his master went through the usual formula: "How do you do, sir? You must excuse me to-day, as I am very busy." After this the dog would jump down and walk away.

Washington Irving told that when he first visited Scott at Abbotsford he found him surrounded by dogs which seemed a part of the family. Several of them were always ready to join the two friends when they took their morning walks. Maida was a great stag-hound that considered himself the special friend of his master, and he always stalked along by his side. A black greyhound named Hamlet would gambol ahead, and cut up capers in a way that seemed to scandalize the grave Maida. Scott would often stop and talk to the dogs, as if they understood him, and they really seemed

to be more intelligent than other dogs. When Maida died, Sir Walter buried him near the house, and placed over him a stone carved to represent the dead dog. On it was this inscription:

"Beneath the sculptured form which late you wore,  
Sleep soundly, Maida, at your master's door."

Emily Brontë (sister of Charlotte, and herself an author), had an enormous bull-dog which was very savage. Keeper was faithful to his friends, but woe to the one who attempted to strike him, for the furious beast would spring at his throat. Keeper had one bad habit; he would go upstairs and stretch himself on one of the beds, much to the damage of the white counterpanes. One day Emily resolved to give him a lesson, and she dragged him off the bed. This the dog would not stand, even from her, and he growled in anger. Emily had no stick, nor was there time to get one. She dared not take her eyes from him lest he would clutch her throat. As he sprang toward her, she met him with her clenched fist, and struck him in his fierce eyes. After she had punished him, she bound up his swelled head and petted him as usual. When she died, Keeper followed her to the grave, walking with the other mourners. He lay moaning at her door for many nights, until he seemed to understand that she was gone, when he took his place before Charlotte's door.

### MONTH OF MAY.

May 20.—JOHN STUART MILL, b. 1806.

May 23.—MARGARET FULLER OSSOLI, b. 1810.

May 23.—THOMAS HOOD, b. 1798.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each.

JOHN STUART MILL was a distinguished English scholar and author. He wrote a great many books upon social and political economy, logic and mental philosophy. His father educated him at home teaching him on a plan of his own. He learned the Greek alphabet at the age of three, and when he was eight years old he had read many difficult Greek books. At a very early age he began to write, and to take an active interest in politics. His work is considered very valuable. His death took place in 1873. Shortly after that his "Autobiography" was published. It is a most interesting book, and should be read by all.

MARGARET FULLER, one of the most remarkable of American women, was born in Cambridgeport, Mass. From her earliest childhood she was a great student, beginning to study Latin at six. During her girlhood she read, studied, and practiced music until she became very accomplished. The family were poor, and Margaret taught to help support them. Her father died suddenly, and Margaret gave up an expected trip to Europe and worked harder than before. She next turned her attention to journalism. For four years she edited the *Dial*. During this time she published two books of translations from the German, a book of travels called "Summer on the Lakes." In 1844 she moved to New York to take the position of literary critic on the *Tribune*. A year and a half later she went to Europe, where she was the guest of Wordsworth, Carlyle, the Brownings, and many others. In Rome she met and married the Marquis Ossoli, a young Italian patriot. Margaret had written a history of Rome which she wished to publish in America. In May, 1850 she started from Leghorn with her husband and child in a sailing vessel which was wrecked on Fire island. All three were drowned, and only the body of the child was recovered.

THOMAS HOOD was a famous English humorist and poet. He was born in London and most of his work was done there. At first he learned wood-engraving, then he became sub-editor of the *London Magazine*, and from this time he was constantly engaged in literary work. Some of his works are "Whims and Oddities," a novel, "Tynney Hall," "Up the Rhine," "Whimsicalities," etc. Hood takes high rank as a poet. His "Bridge of Sighs," "Eugene Aram's Dream," and "The Song of the Shirt," are among the most perfect poems of their kind. He was often in need of money, and during his last illness, received a pension of 100 pounds. Hood died in 1845 and was buried in Kensall Green cemetery.

### MOTION SONG.

By ROSE SEELEY MILLER.

Tune: "Little Brown Jug."

We stand up straight upon our feet,  
We clasp our hands, see the fingers meet.  
We will tap our feet, we will clasp our hands,  
And do just what the song demands.

Chorus:

Tra la la, don't you see  
How happy in our school are we?  
Tra la la, don't you see  
We're happy as the birds be!

Heads together, out-turned toes,  
Carefully we brush our clothes;  
We clap our hands as we sing our song,  
We're just as happy as the day is long.

Chorus:

Stand erect, heads all bowed;  
What a sorry looking crowd!  
Raise the right hand, raise the left;  
Now you look as tho' bereft.

Chorus:

You're mistaken, we're not sad,  
I tell you that our hearts are glad;  
We clap our hands as we sing our song,  
We're just as happy as the day is long.

(Motions to be made in accordance with the song. These need no explanation except perhaps in the third stanza, when the heads should be dropped, and the eyes rubbed as tho' crying.)

### A BOY'S BELIEF.

It isn't much fun a-living  
If grandpa says what's true.  
That this is the jolliest time o' life  
That I'm a-passing through.

I'm 'fraid he can't remember,  
It's been so awful long.  
I'm sure if he could recollect  
He'd know that he was wrong.

Did he ever have, I wonder,  
A sister just like mine,  
Who'd take his skates or break his kite,  
Or tangle up his twine?  
Did he ever chop the kindling,  
Or fetch in coal and wood,  
Or offer to turn the wringer?  
If he did, he was awful good!

In summer, it's "weed the garden;"  
In winter, it's "shovel the snow;"  
For there isn't a single season  
But has its work, you know.  
And then, when a fellow's tired,  
And hopes he may just sit still,  
It's "bring me a pail of water, son,  
From the spring at the foot of the hill."

How can grandpa remember  
A fellow's grief or joy?  
'Tween you and me, I don't believe  
He ever was a boy.  
Is this the jolliest time o' life?  
Believe it I never can;  
Nor that it's as nice to be a boy  
As a really grown-up man.

—Harper's Young People.

### An Ancient Physician's Wisdom.

Galen writes: "It is vain to speak of cures or think of remedies, until such time as we have considered of the causes." The cause of many diseases is want of vitality. Compound Oxygen is a vitalizer, and strikes directly at the root and source of the disease, by imparting new strength and vigor to every organ of the body. We submit a few testimonials from those who have helped themselves by means of Compound Oxygen. Here is what they say: DR. STARKEY & PALEN:—"I have used your Home Treatment of Compound Oxygen for catarrh. I can safely recommend it." R. C. FOSTER, Greenville, S. C. DR. STARKEY & PALEN:—"About six years ago I had a number of lung hemorrhages, followed by fever and great exhaustion. I used your Compound Oxygen Treatment, hemorrhages ceased, appetite returned, slept well, and general health became better than it had been for years." REV. C. A. DUNCAN, Pastor of Presbyterian Church, Jonesboro, Tenn.

DR. STARKEY & PALEN:—"I believe the Compound Oxygen Treatment as dispensed by you to be an invaluable remedy, because of the incalculable benefit I received from its use." REV. A. M. SMITH, Pastor Evangelical Lutheran Church, Myerstown, Pa., Aug. 6, 1888. DR. STARKEY & PALEN:—"Your Compound Oxygen Treatment is the most rational means of relief in all throat and lung troubles, also in all nervous complaints." H. W. BRADLEY, M.D., Griffiths, Ga. Send for our Treatise on Compound Oxygen, giving its history, nature, discovery, and results. Book sent free. There are many imitations under the same or different names, but none genuine but that manufactured by DR. STARKEY & PALEN, 1329 Arch street, Philadelphia, Pa., or 130 Sutter street, San Francisco, Cal.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

### NEWS SUMMARY.

APRIL 12.—A \$1,000,000 fire in Chicago.—Cruisers built in France sent to Pres. Balmaceda of Chili.—Repairs on the City of Paris nearly completed.—France said to be in danger of bankruptcy.

APRIL 13.—Austria asks for a modification of the McKinley tariff.—Parnell ignores the doings of the McCarthy followers.—Jefferson's birthday observed in New York.

APRIL 14.—Race war at Charlotte, N. C.—Great suffering in Chili on account of the prolonged struggle.—A Russian warship stopped by the Turks at the Dardanelles, but finally allowed to proceed.

APRIL 15.—France making commercial treaties with Belgium, Switzerland, Italy, and Austria.—England protests against the double duties imposed by Balmaceda and the Chilean congress.—Mohammedan missionaries to be sent to England.

APRIL 16.—Mr. Gladstone expresses his opinion of the bill for the suppression of the opium traffic in India.

APRIL 17.—President Harrison arrives in Texas.—Hindus rioting in Benares on account of the destruction of a temple by the government.

### A CENTURY OF INVENTION.

A remarkable centennial has just occurred—that of the United States patent system. Never in the history of the world has there been such activity of inventive genius as during the last century. The principal inventions comprise the application of electricity—the telegraph, the electric light, the telephone, the phonograph; the application of steam; the innumerable novelties and improvements in machinery; the invention of sewing machines and typewriters and reapers; the development of the printing press; the multiplication of mechanical and agricultural tools; the perfection of the conveniences of railway travel and traffic; and the advance in various manufactures and in other appliances of civilization. The chief names are those of Evans, Fulton, Morse, Henry, Bigelow, Whitney, Howe, Edison, Bell, Hoe, Ericsson, McCormick, Colt, and Remington. Describe some of the inventions of these men.

### A BOUNDARY ERROR.

It has just been discovered that a mistake was made in running our northwestern boundary that gives to the United States a piece of territory as large as Rhode Island more than the agreement called for. This was that the boundary between our possessions should be the forty-ninth parallel of latitude. Some three years ago the government at Washington sent out latitude and longitude squares, which were filled in with the result of surveys. The surveyors were astonished to find that the iron monuments used to mark the boundary were 300 yards north of the boundary at Blaine, and many miles east of there. The U. S. officers went over their work again and again, only to verify the fact that the monuments were too far north. It is supposed that when the boundary line survey was made in 1832, under the joint American and English commission, a slight error was made by the surveyors in Northern Montana. This was trifling at the start, but kept widening out until it covered 300 yards, when the straits of Georgia were reached. The British cannot demand the land back, because the boundary is marked by these iron posts, which are placed every mile from the Lake of the Woods to the Pacific coast. From the Lake of the Woods eastward the boundary is fixed by lakes and rivers.

RECIPROCITY POSTPONED.—The abrupt breaking off of the negotiations for reciprocity is causing some comment. The postponement is not the fault of the Canadian commissioners, as they went to Washington prepared to make large concessions. Canadian manufacturers are very much pleased with this result. What would be the effect of reciprocity?

A FAMOUS LEADER'S DEATH.—Gen. Joseph E. Johnstone the noted Confederate leader, died at Washington recently of heart disease, aggravated by a cold received while attending Gen. Sherman's funeral. Gen. Johnstone was well known in the national capital and liked by all. What part did Gen. Johnstone take in the war?

UNITED STATES AND SWITZERLAND.—These two countries have agreed to submit to arbitration any disputes that may arise between them. The United States makes the offer to other countries to adopt arbitration on the same terms.

A BELLAMY COLONY.—It is proposed to form a co-operative colony in Kansas on the plan of Mr. Edward Bellamy. It is to comprise about 500 people at first.

A COPPER TRUST.—Arrangements were made in Philadelphia the other day for the formation of a trust which, it is said, will rival the sugar trust. The object was to form a combination among manufacturers to control the output of goods, and establish a schedule of prices.

NEGROES IN OKLAHOMA.—When the territory was opened for settlement there was a rush of blacks and whites to it. Many of the blacks were poor and suffered considerably, but were helped by those of their race who had money. It is estimated that there are about 2,000 negroes in and around Guthrie. A newspaper correspondent writes that there is not a white person in Langston (twelve miles northeast of Guthrie), and it is proposed to make it a distinctively negro city. The doctor, school-master, and preacher are all black. The principal object in founding this town on the eastern border was to be near the lands of the Iowas, which are expected to be open for settlement before fall.

THE HUGUENOTS.—The Huguenot society of America held its annual meeting in New York recently. Its object is to perpetuate the memory and promote the principles of the Huguenots. Who are the Huguenots, and what was the edict of Nantes?

A DUST STORM AT SEA.—The American bark *Payson Tucker*, on its way to New York from Cienfuegos, passed through a queer storm fifty miles north of Hatteras. A light rain from the west brought down a yellow powder that covered the decks to the depth of nearly a quarter of an inch. It is supposed to have been pulverized soil caught up by a whirlwind on land and carried out to sea. Describe some of the effects of the wind along the coast.

OSTRICHES IN CALIFORNIA.—One hundred and sixty-two ostriches at the Calif ostrich farm, near Anaheim, Cal., were sold at private sale for \$6,000. The birds were assessed at \$11,000, and are claimed to be worth \$30,000. The buyers are a local company of capitalists and speculators. What makes ostriches valuable?

FROM WINNIPEG TO HUDSON BAY.—The company that proposes to connect these two points by rail has promised to complete one hundred miles of the road this season. This will bring Winnipeg many hundred miles (commercially) nearer the sea, and will furnish an outlet for the grain of a large territory to Europe. Trace a route, by way of Hudson bay, from Winnipeg to Europe. What prevents the navigation of Hudson bay at some seasons of the year?

THE PRESIDENT IN THE SOUTH.—All citizens of the nation should be pleased at the warm welcome President Harrison received in the South. At Chattanooga the train rolled into the station amid the booming of cannon. The town was gaily decorated, and a great throng welcomed the presidential party. Thousands of steam whistles made a din as the train stopped at Atlanta, and multitudes of people lined the railroad tracks.

THE FISHERIES QUESTION.—On account of the arrangement for a conference between the United States and Canada on trade matters next October, the minister of the Dominion has agreed to continue the *modus vivendi* regarding the Atlantic fisheries. The department of marine will continue to issue licenses. What part of the United States sends the most of the fishermen to northern waters?

KENTUCKY'S NEW CONSTITUTION.—A new constitution has been drawn up for the state, which provides for the Australian ballot, establishes a railroad commission, revokes all lottery charters, minimizes child labor, prevents payment of employees other than in money, and forbids the bringing of armed bands into the state except upon application of the legislature. What is meant by the Australian ballot?

CRUISING FOR WRECKS.—The U. S. steamship *Yantic* has just made a cruise along the Atlantic coast for the purpose of blowing up all dangerous wrecks lying between Sandy Hook and Charleston, S. C. During the trip they removed wrecks that were dangerous to ships off the mouth of Delaware river, Absecon light, and Cape Charles, and at the mouth of the Chesapeake. In what ways does the federal government aid navigation?

BRAZIL'S PRESIDENT INAUGURATED.—Gen. Deodoro Fonseca, the first president of Brazil, was inaugurated recently. Everything was done quietly and in order.

GOING AROUND THE WORLD.—The Canadian Pacific company's steamer, *Empress of Japan*, for service between Vancouver and Yokohama, sailed from Liverpool April 12 on a voyage around the world.

THE TRIPLE ALLIANCE.—Premier di Rudini said lately it was difficult to imagine that England and Italy would remain passive while war was being waged by France and Russia against Germany and Austria, even if the dreibund did not exist. If Austria attacked Russia, or Germany declared war with France, their action would not imply that Italy was to join in the movement. France will not go to war as long as the dreibund exists. That will not be dissolved as long as France maintains such a decidedly hostile attitude. Neither Austria nor Germany dream of making an attack.

### OF SPECIAL INTEREST TO PUPILS.

POISONED ARROWS.—The poisons used by natives of Africa on their arrows are very deadly, causing faintness, palpitation of the heart, nausea, pallor, and in a very short time, death. One man died in one minute from a pin-hole made in his arm by an arrow, and a woman expired after she had been carried one hundred paces from where she was shot. One of the poisons is a dark substance like pitch, said to be prepared from a local species of arum. It is strong enough to kill elephants. Carbonate-of-ammonia if used in time, is a very effective antidote.

TWENTY-FOUR HOUR NOTATION.—Very slow progress seems to be made in adopting the system that numbers from one to twenty-four, instead of one to twelve. It has been adopted on the Canadian Pacific railroad, and on the railways throughout India. It may be an improvement for the railways, but the general public evidently would rather have the old system.

STENOGRAPHERS' EXPERTNESS.—A Michigan short-hand writer is said to have written at a rate of 300 words a minute for three hours. An Englishman reported a sermon at the rate of 213 words a minute, and a Scotchman took down 8,800 words in forty minutes. During a five-minute test two Western stenographers wrote 267 and 261 words per minute respectively.

POPULATION OF THE WORLD.—The Royal Geographical Society gives the present population of the world as 1,487,600,000, an increase of 8 per cent. in the last ten years. Asia has the largest population, 850,000,000, and the lowest rate of increase; while North America has 89,350,000 or about 14 to the square mile. It has shown the most rapid growth, 30 per cent. during the past ten years.

FLOWERS OF THE FAR NORTH.—A recent visitor to southern Alaska says that one may stand on the border of an ice field miles in breadth and pluck as beautiful a garland of flowers and ferns as ever graced a May festival. A few feet above the timber line it is always winter. In the higher mountains there is no vegetation.

SPEED OF THE FLY.—The speed of the pigeon has been considered wonderful, but that of the fly is much more marvelous. Probably all have seen one keep up with a horse and pester it, easily flying at the rate of ten or twelve miles an hour. The fly's wings, it is said, ordinarily make six hundred strokes a second which carry it about twenty-five feet, but a seven-fold velocity can be attained, making 175 feet per second, so that under certain circumstances it can outstrip a racehorse.

THE TIBET PLATEAU.—Capt. Grombchelsky who has returned to St. Petersburg from Tibet, reports that in May last he reached the plateau in the southwestern part of that country 16,000 feet above the sea. The cold was exceedingly trying to man and beast. The country consisted of a sandy, saline wilderness, diversified by low hills and large lakes.

MAKING MAPS.—Students of geography should remember that, while they can rely on the accuracy of the outlines of the continents and much of the interior detail, there are large sections of the world that are practically unknown. Thorough accuracy requires a topographical survey. Europe is the best known continent because surveyors have gone over almost every country thoroughly. India also, since it has been a British possession, has been well mapped. Many countries like China, Japan, and South Africa have only had general surveys, but the principal features of the maps are fairly accurate. It may be said that only the coast of Africa is well known. The interior of much of South America has not been surveyed in detail. A great part of our country has been surveyed topographically, although there is a large part yet to be covered. Of late much has been done in the Rocky mountain region, and the entire coast line has been mapped out with great accuracy.

MAKING HOLLOW STEEL CYLINDERS.—A German claims to have discovered a process of making hollow steel. A solid ingot heated cherry red is forced through two great cone-shaped rollers placed at an oblique angle and revolving in contrary directions. A twisted hollow steel cylinder is thus made, which holds the strength of the fiber and can stand as much strain as a solid steel bar. The gain in lightness and strength in the building of steel ships, bridges, guns, shells, and many other things, is a matter of great importance.

VANCOUVER'S FUTURE.—An enthusiastic traveler says that this city has a great future before it. Aside from its great mineral resources in silver, iron, tin, shale, and the like there are large beds of kerosene shale, and anthracite coal. The region back of the bay is also rich in hard woods—oaks, cherry, walnut, beech, and the like—virgin forests where the woodman's ax has never yet been heard. Vancouver has a population of about 15,000 and is rapidly growing. It is a large manufacturing center, especially for the making of cabinet works in hard wood. The climate is moderate and very mild-tempered, neither too cold in winter nor too hot in summer.

## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

## A LIBRARY INDISPENSABLE.

I suppose it must have been ten years ago that I got hold of a copy of THE SCHOOL JOURNAL, accidentally. I was then on a farm, and hard at work. I had driven over to an institute, to be at the closing up, and to take home the daughters of the farmer—both being teachers. They brought home some circulars and pamphlets of publishers, and some educational papers; this bundle of papers was handed to me with the remark, "—there is enough reading to keep you going for a month." I may explain this by saying that I was hungry for reading. Well, I opened the bundle, and the educational papers were all I found of any interest. It may seem strange, but I was interested in the discussions about teaching, though at that time I never thought of being a teacher.

Circumstances threw it in my way next winter to go to an academy where there was a man of the right stamp. I was filled with ambition to be like him; it seemed to me there was nothing so glorious as to teach, and encouraged by this man I determined to teach a small school the next winter. I got a school, and was soon in trouble. Then I remembered what I had read in THE SCHOOL JOURNAL, and got the copies out of my trunk.

The particular article that had struck my attention said the teacher must study education just as a physician would study medicine. I determined to do this. The writer recommended Page's "Theory and Practice of Teaching," and I got it and read it over and over. This was the beginning of my library. Then I subscribed for THE SCHOOL JOURNAL and bought other books, until I have thirty books on the subject of education.

Some one will ask if I have made any money by all this expense and study, and I can say that I have, though I did not undertake it for that. I taught in that first school-house for two winters. Then I felt as though I could manage some larger boys and girls, and got a school near —; here I had a good chance to pursue some studies, and recite to a retired clergyman. I took hold of Olmstead's astronomy, geometry and trigonometry, natural philosophy and geology. I read history and grappled with literature. In the spring I was hired in the union school to finish out the term of a teacher who was taken sick. They must have liked me, for I was hired in the fall, and finally became the principal.

I now think that the mainstay of my success has been my knowledge of education. I urge every teacher I employ to own books relating to education. My list of five best books would be Page's "Theory and Practice," Parker's "Talks," Quick's "Reformers," Payne's "Lectures," Currie's "Common School Education." To these add such books as Hughes' "Attention," Grube's "Method," and others published at a low price, and a library of great value may be collected.

Edgemore, N. D.

MYRON RISSON.

## SPELLING LESSONS.

I have laid aside spelling books, and yet I give great attention to spelling. But there is very poor spelling in my school, so that I am tempted to go back to the spelling book. I am of the opinion that I do not know how to teach spelling. Will you make some suggestions?

A. F.

You are probably correct in your judgment of the cause of your failure. It is not easy to teach spelling well—that is, rapidly and securely. (1) Don't have too high a standard as to what your pupils can accomplish in the way of spelling. How many words and what words should a pupil of seven years be able to write? One of eight? One of nine? One of ten? One of eleven? One of twelve? Now the failure of the spelling book was that it laid out a list of words, and insisted on all learning this list. If the book had been divided into seven parts, the first part for pupils seven years of age, the second for additional words for those eight years of age, etc., and these words had been properly selected, such a spelling book would not have been a bad thing—in the hands of a good teacher.

The trouble with you is, probably, that you do not have a good list or vocabulary, and if you do, that you do not present it properly, that is, teach it scientifically.

Let us suppose that you plan out a list; that you get a little book and write in it 800 words—100 words a month for eight months for the seven-year-old children. When they learn to write let them copy ten of these per day, neatly. Do this for each of your seven grades; you will have 5,600. There will be other words, such as Washington, Lincoln, that come in the way of history and current events; other words such as New York, England, etc., that come in the way of geography, so that you will have 10,000 words for a vocabulary of a boy or girl of fourteen.

Now it is important for you to remember that simply

writing these words down is not necessarily spelling them. Spelling means to put the letters of the word in their right order, and supposes an act of attention, of effort at first; afterward it becomes automatic.

The words of your vocabulary must all be written with attention—there must be a motive, an interest in doing it. The writing of stories, descriptions, condensations; the copying of things in books or from the blackboard; the copying of lists of books when there is some object—all these are good ways of spelling. Supposing you copy lists from the blackboard:

(1) Have neat and plain writing. (2) Examine yourself (or have a good speller do it) on every list. (3) Mark the wrongly spelled words. (4) Have the pupil spell these correctly—find out himself the way. (5) Let him keep a list of these words. (6) Let him copy this list of words until he knows how to spell them. (These last two points are very important.) (7) Let him introduce these words into stories and description. Finally, good spelling takes time and labor.

## AN OPEN LETTER.

DEAR PRINCIPALS: I have come to the conclusion that improvement is needed in the ranks of principals quite as much as among assistants.

Of course some are "very, very good," and a few are "horrid;" but the majority may be termed "average."

Let me describe my ideal principal, and see if you do not think it worth while to try to become like him. He is a man who possesses fine scholarly attainments, professional enthusiasm, rare executive ability, generous sympathy, and social and Christian culture. He is neat in attire and habits. He is as courteous to his assistants as if they were queens of a drawing-room. He expects them to do good work and criticises kindly when criticism is needed; but they are sure of his generous appreciation of their efforts. The pupils are certain of his justice and his sympathy, and the few who do not appreciate these qualities admire the force with which he can kick a football. He is a man of whom people say, "It is good to have him in the community."

And now are you saying, "Such am I"? Are you manly, courteous, conscientious, and unselfish? Are you scholarly and cultured? Are you thoroughly interested in your work? If you are, then you are the man or you are somebody like him; and I am the representative of your assistants. We will sing the doxology when the average principal reaches your height. If you are not, go into your study, and commune with yourself, but don't show this letter to your assistants, unless you intend to remodel yourself, for they will measure you by it. And don't show it to your trustees; for, if you do, they will come here and take our principal away, and you—where will you be then?

Yours truly,

SOMEBODY'S FIRST ASSISTANT.

I have heard that the flowers in Australia are scentless, the birds without song, and that the trees shed their bark instead of their leaves. Is this so, and if so, why?

L. L. R.

Australia is not songless or scentless. Some flowers have no perfume, and some birds do not sing, but that is the exception, not the rule.

May I properly inquire of you if a person holding a state certificate is entitled to teach in the state an indefinite length of time or if, at the end of a certain period, he must satisfactorily pass other examinations in order to continue in service?

A. F. S.

A state certificate entitles one to recognition as a teacher without examination. Some of our larger cities, however, will not accept such teachers unless they are willing to be subjected to periodical examinations.

What two text-books do you think the best for starting a teachers' training class?

Athens, Me.

F. W. W.

This depends upon the advancement of the teachers. For beginners, take Joseph Payne's "Lectures on Education," and David Page's "Lectures on Teaching." For advanced teachers, study Rosmini's "Method in Education," and Radstock's "Habit," with Compayre's "History of Education."

1. Please give a sketch of Pestalozzi and Froebel. 2. Would buying charts, globes, etc., enabling a teacher to do better work in school-room, be a means of securing for him a higher position in school work?

ENQUIRER.

1. THE JOURNAL gave a sketch of Pestalozzi Jan. 10, 1891, and contains more facts concerning him in the issue of April 18, in an article called a biographical study. A short review of Froebel and his work also appears.

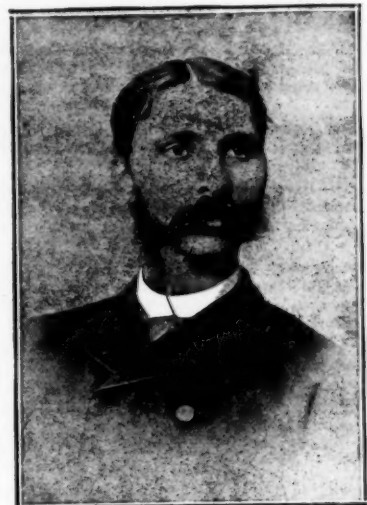
2. Anything that gives a teacher greater teaching power ought to be considered a factor in elevating him to higher positions. Apparatus is of much use in aiding to understand difficult problems.

When visitors enter the school-room is it not well to introduce pupils to them, teaching the children to acknowledge the introduction easily and politely? I have never seen this done in school, but it seems to be a good idea.

H. L. W.

It is well to introduce pupils during intermission, especially the older ones. It makes them feel that they are of importance enough to be recognized in a social way. Much practical training in etiquette can thus be given.

## THE EDUCATIONAL FIELD



CHARLES H. MCGREW.

Charles H. M. McGrew was born near Sigourney, Iowa, 1856, of a Scotch Presbyterian and Quaker ancestry. His early childhood was free, natural, and happy; but left motherless and homeless at eight, he was afterwards injured to all the labor, toil, and exposure of Western farm life. His early schooling was in a log house, in winters only, with poor and untrained teachers. Completing a high school course, he began life at eighteen as a district school teacher; entering the Iowa state college of science and mechanics at twenty, he graduated in science and letters at the head of his class, as a bachelor of science. He paid his way through high school by choring, through college by teaching. While principal of a graded school in Ill., he was nominated and elected county superintendent of his native county, Keokuk, in Iowa. As superintendent he conducted a series of institutes for the teachers and people; changed the county institute into a manual training school with a four years' graded course of professional study; and was the first superintendent in Iowa to adopt a plan of graduation from the normal institute, thus giving a trained class of teachers to the common schools and stimulating professional growth.

Declining a renomination and deciding to fit himself for higher pedagogical work, in 1884 he returned to college and completed a post-graduate course in educational psychology, science and art of teaching, and kindergarten, receiving the M. Ph. During his college life, and ever after, he was a favorite student and warm friend of Dr. A. S. Welch. In 1886, he began his work in California. Since then he has devoted himself entirely to the New Education, either as professor of psychology and pedagogy in the University of the Pacific, or institute conductor. He has conducted thirty-two institutes and delivered over sixty lectures. He conducted the first series of pedagogical institutes ever held in California, devoting the sessions to the child mind, kindergarten methods, manual training, and objective teaching. He organized the California summer school of methods, with a board of directors, which is now incorporated. Mrs. Sarah B. Cooper, the eminent kindergarten philanthropist, in an extended review of his work for the New Education in her recent report, says: "California will occupy a higher place in educational matters during all the years to come because of the substantial and valuable work of Professor C. H. McGrew."

Mr. McGrew's professional career is marked with distinct ideas and aims. He teaches according to the new and developing psychology and scientific pedagogy. He advocates the kindergarten system and its development as the proper manual training for common schools. He aims to make teaching a profession, and holds that every college should have a chair of pedagogy, every normal school should be a professional school, and that teachers' training colleges are our greatest educational needs. He is a devoted student of his profession, a man of ideas and ideals, liberal and scientific in his thinking. He is earnest, conscientious, and has the courage of his convictions,—the ability to make warm friends, to inspire enthusiasm, to plan and to organize. His success is due solely to his energy, insight, and devotion to his work and ideals.

PROF. S. S. PARR has just been re-elected superintendent of the schools at St. Cloud, Minn., and voted an increase of salary of \$300, so that he is now paid \$2,000. As so many of the growing cities at the West pay small and mean salaries to their teachers, this action shows that St. Cloud appreciates an able man, and tries to pay him.

THE Educational Institute held annually in New Brunswick, Canada, will be postponed this year, so that its members may attend the meeting of the National Association at Toronto. Secretary Allison informs us that there will be no meeting of the Nova Scotia Provincial Educational Association this summer for the same reason. A meeting may possibly be held about Christmas.

PRESIDENT ELIOT proposed that the course at Harvard university should be completed in three years; but on April 8 overseers determined that this should not be done; the study must extend over four years to gain the degree of A.B.

MR. WILLARD WOODARD, of the well-known publishing firm of Geo. Sherwood & Co., Chicago, died March 19 from *la grippe*. He was born in Hopkinton, Mass., and gained a good education in the district schools of his native place. He became a teacher in the Chicago public schools for about eight years. As the salaries at that time were very low, he abandoned teaching, and engaged with Geo. & C. W. Sherwood, taking charge of the office work of the subscription book they were then publishing, "Horace Greeley's American Conflict." During this time he became candidate for alderman, through the earnest requests of the city teachers, and was elected. His first work was in behalf of the schools, and through his effort the salaries of the teachers were raised to the present amount. He continued in the common council for eight years, and was connected with every public discussion of any importance, up to the time of his death. In 1873 he was elected state senator, and served one term. He helped to establish the public library, and was one of the first members of the board, appointed by Hon. Jos. Madill. He was park commissioner on the West side for two terms, having been president of the body for three different years. After the fire, he purchased C. W. Sherwood's interest in the above named firm, and had practically the full management of the interests of the company, being at his office every day within three days of his death. His death is a public loss to the city he helped to build up.

THREE new and valuable books for teachers have just been issued by E. L. Kellogg & Co. "Outlines of the History of Education" is by Prof. Reinhart, Ph.D., late principal of the Paterson high school. This has 77 pages, the price is 20 cents, by mail 23 cents; it is a new, fresh book, easily mastered, and easily understood. Teachers must have some idea of the history of education, and this will be a capital help for them.

"Self Culture, Mental, Physical, and Moral," by Prof. John Stuart Blackie, of the University of Edinburgh, is a reprint of a capital little work that every thinking student should have. Price, 20 cents; by mail, 23 cents. It is well worth 50 cents. The book has suggestions of priceless value.

The "Life of Pestalozzi" is by Amos M. Kellogg, editor of THE SCHOOL JOURNAL. This is a small book, but it aims to point out the discoveries that Pestalozzi made, that are acting to-day with such power in moulding our school systems. Price, 13 cents; by mail, 15 cents.

BUSINESS preparation is becoming an important part of school work. For example, the Dolgeville, New York, academy has a two years' commercial course of study that commends itself to practical people. It includes arithmetic, physiology, American history, book-keeping, penmanship, rhetoric, civil government, business correspondence, and commercial law. The boys' high school, Brooklyn, has added a business course to its curriculum. It covers two years' work and includes phonography, law, political economy, bookkeeping, penmanship, business forms, etc.

THE women all over the world are stirring themselves for better opportunities for their sex. Among other nations, the women of Greece do not believe in education being all on the male side; and they are right. They are making their voices heard in behalf of schools in which the girls shall have equal advantages with the boys. Three thousand of them have just signed a petition to the government to grant them institutions in

which they shall be educated up to the standard for women which obtains in other lands. Greece will do well to heed their demand.

As civilization progresses it is found that all sorts of workers need education. For example, Lady Tilley is about to establish a school for the training of nurses in St. John, N. B.

In Jamestown, New York, several dealers in cigarettes have been driven out of the business by the vigorous action of the school board, as they ought to be in every town in this country where children are tempted to smoke. The amount of injury done to the growing boy by cigarettes cannot be estimated.

HERE is a straw showing which way the wind is blowing: In 1889, 1,057 teachers in the elementary schools of Germany enjoyed the benefits of the free course in horticulture which that government provides annually. Realities are becoming appreciated, while theories are more and more discounted.

THE papers say that the average Montana male teacher receives \$75.08 per month; females, \$56.92. This is not good pay considering the expense of living in Montana.

CHAUTAUQUA is taking the world, especially the world of our country. Southern California has instituted one at Pacific grove to continue two weeks, from June 24 to July 7. Supt. Monroe, of Pasadena, is in charge of its school of methods.

THE eighth annual session of H. E. Holt's normal music school at Lexington, Mass., (ten miles from Boston) will open August 4 and close August 26 with graduation exercises. The course of instruction has special reference to the needs of those engaged in teaching music in public and private schools. A post-graduate course will be added, including a normal practice class in actual teaching.

PROFESSOR EDMUND J. JAMES, of the university of Pennsylvania, has been elected president of the American Society for the Extension of University Teaching. Nearly 6,000 persons have attended the lectures given in Philadelphia and vicinity during the season just closed, a record surpassing any hitherto made even in Great Britain. Professor James will make an effort to unite all the colleges in Philadelphia and vicinity into a union for effective University Extension work.

#### NEW YORK CITY.

THE New York Kindergarten Association gave a riding entertainment on the evening of April 15, at the Central Park riding academy. A large number of interested spectators enjoyed the exhibition, and assisted in putting a large number of dollars in the society's treasury.

MISS CAROLINE T. HAVEN's kindergarten of 90 children, at the Workingman's school, celebrated Froebel's birthday April 21, with appropriate songs, flowers, refreshments, for the children, and abundant floral tributes for Uncle Froebel, whose picture was wreathed with roses and smilax and set above a bank of flowering plants, some of them tied with ribbons and in gilded flower-pots brought by the children. The kindergarten told them that when Froebel was an old man he said he "loved birds, and flowers, and children; he loved all things."

THE free kindergarten of All Souls' church, under the charge of Miss Van Wagenen, celebrated Froebel's birthday on April 22. The children had taken great pride in earning money to buy flowers for the festival, that the gifts might be their very own. One little girl brought an Easter lily bearing several blossoms, on April 21, "Because," she said, "it is Uncle Froebel's real birthday, though we are to have our party to-morrow."

AT the next quarterly meeting of the Conference of Educational Workers to be held at the College for the Training of Teachers, 9 University place, Saturday, April 25, at 2 P. M., papers will be read by Mrs. Sara D. Jenkins on "Methods versus Devices in Language and Literature;" Miss Emily Sartain on "Drawing and Art Education;" and Mr. J. Frederick Hopkins on "Constructive Drawing: its Relation to Form Study, to Industrial Work in the Schools, and to Constructive Design."

#### EDUCATIONAL ASSOCIATIONS.

National Association, Toronto, Ontario, Canada, July 14, 15 and 16.  
Florida State Association, Tampa, March 11.  
American Institute, Bethlehem, N. H., July 6 and 7.  
Pennsylvania State, Bedford, July 7 to 9.  
Teachers' Assembly, Morehead City, June 16.  
Southern Teachers' Assoc'n., Chattanooga, Tenn., July 7 and 8.  
Georgia State Association, Brunswick, April 28-May 1.  
New York State Association, Saratoga, July 7-9.  
Alabama State Association, April.  
Southern Illinois Association, Mt. Vernon, Aug. 25.  
Business Educators' Association of America, Chautauqua, N. Y., July 14-24.  
Northwestern Teachers' Association, Lake Geneva, Wis., July 1, 2, 3, and 4.  
South Carolina State Teachers' Association. In summer. Place and exact time not decided.  
North Carolina State Association, Morehead City, June 16-30.  
Missouri State, Pertle Springs, June 23, 24, 25.  
Maryland State, Ocean City, July 6, 7, 8.  
West Virginia, Buckhannon, July 7.

#### SUMMER SCHOOLS.

National Summer School, Glens Falls, N. Y., July 21, three weeks.  
Martha's Vineyard Summer Institute, begins July 13.  
Amherst Summer School, July 7-August 10.  
Western Summer School of Kindergarten and Primary Methods, La Porte, Ind. Courses begin June 15 and 20.  
Alfred Hall Summer School of English, French, and German, Providence Island, R. I.  
National School of Elocution and Oratory, Thousand Island Park, N. Y., July 6-August 14.  
Indiana Summer School of Methods, Indiana, Pa. July 3, three weeks.  
Summer School of Languages, Asbury Park, N. J., and Chicago Ill.  
C. E. Holt's Normal Music School, Lexington, Mass., August 4-26.

#### FOREIGN NOTES.

Uruguay.—Primary education is obligatory. There were in 1888, 380 public schools with 694 teachers and 32,731 scholars. The number of private schools was 409 with 833 teachers and 21,017 scholars. In 1887 the cost of primary education defrayed by the state was \$13,249 dollars. There is at Montevideo a university and other establishments for secondary and higher education. In 1888 the university had 59 professors and 695 students. The normal school for girls has 19 professors and 70 pupils. There is a school of arts and trades, supported by the state, where 260 pupils receive instruction gratuitously. At the military college with 8 professors, there are 56 pupils between the ages of 14 and 18. There are also 383 teachers and 4,261 pupils in religious seminaries throughout the Republic.

The national library contains over 20,000 volumes, and more than 2,300 manuscripts. There is also a national museum with more than 20,000 objects. Ninety-seven newspapers and periodicals are published, 91 in Spanish, 2 in English, 2 in Italian, 2 in Portuguese, and one each in German and French.

Venezuela.—In 1870 education was made free and compulsory; at that time only 10 per cent. of the adult population were able to read and write. In 1888 there were, for primary instruction, 1,979 schools (1,334 federal, 334 municipal, 311 private), with 100,036 pupils. Besides these, there are 4 normal schools and 1 school of arts and trades. To support the schools directly depending on the government the sum of 2,400,000 bolivares is spent annually. Higher education is given in 2 universities, 30 federal colleges, 9 national colleges for girls, schools for fine arts, for music, 1 polytechnic school, 28 private colleges and a nautical school. These institutions have 541 professors and 4,784 students. Their cost (excluding the private colleges) to the nation is 754,858 bolivares.

In Caracas is the national library with 33,000 volumes, and the national museum. In the Republic are published 133 newspapers, 47 of them daily.

DR. THOMAS DUTTON, of the University of Durham, in his treatise on Sea Sickness, says, "I have given 'Bovine' a trial of over six months. It is just the very thing wanted for sea-sickness. Ten drops in a wine glass full of cold water taken every hour, increasing the dose up to one teaspoonful; no other food is required. I should strongly advise every voyager to carry a bottle with him."

This will be good news for those preparing to cross the sea this coming summer. Besides it is good anywhere and sure to come in handy. It is excellent for children suffering from acute infantile diarrhoea; and likewise in cases of consumption and in dyspeptic diseases, it is one of the most valuable inventions of the age.

#### A Series of Personally-Conducted Pleasure Tours to Washington, D. C., via Pennsylvania Railroad.

A series of four personally-conducted tours to Washington, D. C., has been arranged by the Pennsylvania Railroad, leaving New York at 11.00 A. M., April 23d, May 7th, May 14th, and June 11th, respectively; returning, leave Washington at 3.30 P. M., April 25th, May 9th, 16th, and June 13th respectively, covering a period of three days in the National Capital. Rate for the round-trip, including rail road fare, hotel accommodations, and all necessary expenses, is but \$12.50.

This method of traveling has met with untold success. Some of the features of these tours are a special train of Pennsylvania Railroad Standard Coaches; dinner at Broad Street Station restaurant going, and supper returning; hotel accommodation in Washington; a tourist agent, a chaperon, and a special baggage master.

An arrangement has also been made whereby for a small additional amount a side trip may be made to Mt. Vernon.

Have you ever tried Hood's Sarsaparilla? It is a very successful blood purifier and tonic.

## BOOK DEPARTMENT.

## NEW BOOKS.

**APPLETON'S SCHOOL PHYSICS.** By John D. Quackenbos, A.M., M.D., literary editor; Alfred M. Mayer, Ph.D.; Francis E. Nipher, A.M.; Silas W. Holman, S.B.; and Francis B. Crocker, E.M. New York, Cincinnati, and Chicago: American Book Company. 544 pp. \$1.30.

There are those now living, not past middle life, who remember that this grand science was known as "Natural Philosophy," or sometimes as "Philosophy." If we say that the first term was a misnomer, what shall we say of the second? The science that treats of the laws of the physical world is physics, as the eminent scientists who have labored to perfect this fine text-book properly call it. In this age of invention and the application of force, with all its manifold varieties, it is no easy matter to prepare such a volume. To insure the highest results, the aid of specialists in the different branches becomes valuable. Therefore Prof. Holman furnished the sections on motion, energy, force, the properties and constitution of matter, solids, liquids, gases, and mechanics; Prof. Nipher those on heat, light, frictional and voltaic electricity; Prof. Mayer, the chapter on sound; Prof. Crocker, the sections on magnetism and the practical applications of electricity; while numerous others contributed valuable suggestions and criticisms. Great stress is laid on motion, energy, force, and work, and the treatment is thorough and original, not only on account of their importance in this science, but because an understanding of them lies at the base of all scientific knowledge. The student will appreciate the great progress made in certain branches of the science after reading the part relating to electricity and magnetism. We find under sound a description of Edison's phonograph, and other late appliances have due consideration in the book. It has been shown that physics is best taught by experiment; hence the value of those parts of this volume telling how apparatus may be obtained, and the cost. Illustrations have been used without stint, and the binding is not only substantial, but handsome.

**THE NEW FOURTH MUSIC READER.** By Luther Whittegin Mason, and George A. Veazie, Jr. Boston: Ginn & Co., publishers. 282 pp. \$1.05.

"The National Music Course" has another addition to it in this volume, which is designed for the upper grades of boys' and mixed schools and contains choral work, part songs, etc., for a capella singing. An instrument may be used to accompany the singing if desired. The increased attention given to the teaching of music in the schools called for a book like this which should round out the instruction previously given. The difficulties are increased so gradually that they become a minor consideration. Ample provision is made for the voices of boys whose organs are changing their tones to bass, and also for the boy altos, and care has been taken not to get the exercises too high or too low, as that would only lead to failure and consequent discouragement. The introduction contains a classification of voices with the range of each clearly marked out. Section I. has choral studies on the scale, with exercise and part-songs in major and minor keys, and Section II. comprises the different kinds of accidentals. The authors brought to this work long years of experience, and we think they have given it sufficient variety, interest, and practical value to cause its introduction into hundreds of schools and secure a greater love for the divine art in the rising generation.

**THE EPICUREAN.** By Thomas Moore. Chicago: A. C. McClurg & Co. 238 pp. \$1.00.

"The Epicurean" finds a fitting place among the

"Laurel Crowned Tales." To be sure it would not stand the test in regard to plot or character compared with one of the best novels of to-day, yet it gives such a vivid picture of ancient customs, and is written in such a pure and beautiful style that it makes very pleasant reading. The story in brief is that the leader of the Epicureans, becoming dissatisfied with his sect, goes to Egypt, where he is told he can solve his doubts in regard to immortality. He meets and falls in love with an Egyptian priestess, and after a series of wonderful adventures, they both embrace Christianity, but the young lady in the end falls a victim to persecution. The twenty pages or so of notes at the end of the book throw much needed light on obscure points.

**A YOUNG MACEDONIAN IN THE 'ARMY OF ALEXANDER THE GREAT.** By Rev. Alfred J. Church, M.A. New York and London: G. P. Putnam's Sons, 1891. 325 pp. \$1.25.

Thousands have been charmed with the author's historical stories, and they know, to a great extent, what to expect in the story of a young Macedonian. The tale is a convenient vehicle for setting before the mind the events of the campaign in which Alexander marched into possession of the wealth of the vast empire of Persia. Interest is aroused at the very opening by a picture of an Olympian contest, where two of the principal characters form an enmity that was afterward to ripen into the warmest of friendship. Charidemus and Charondas are not exactly like Damon and Pythias, but their attachment for each other is almost as strong and self-sacrificing. Following their adventures the reader is made acquainted with ancient history that he probably would never read were it not placed before him in this attractive form. He learns how the Greeks and Persians lived, and thought, and fought their battles. The book will be a good one to read in connection with the study of Greek history.

## ANNOUNCEMENTS.

**HARPER & BROTHERS** have ready for publication "A Box of Monkeys, and other Farce Comedies," by Grace Livingston Furniss.

**MACMILLAN & Co.** have just issued a cheap edition, limited to ten thousand copies of Mr. Bryce's Great Work on "The American Commonwealth." Price, \$2.50, sent postage prepaid to any address. The author's edition is complete in every respect, and is offered to the public in the same form as the edition originally published at \$8.00 net.

**THE SCRIBNERS** have just published a work in two large octavo volumes that will be of extraordinary interest to the literary world. It is the "Memoir of John Murray," the publisher, and gives the whole story of his relations with Byron, Scott, Moore, Disraeli, Hallam, Lockhart, Campbell, Southey, De Stael, and many other famous persons.

**GEORGE P. ROWELL & Co.**, 10 Spruce street, New York, have issued a new edition of the "American Advertiser Reporter," containing the names of about 50,000 persons interested in advertising.

**THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE**, station B, Philadelphia, is doing a good work by spreading, through books and other publications, a knowledge of this important subject. Special terms are offered to members.

**LOVELL & Co.** have brought out Valdes' latest novel, entitled "Scum," in which there is some strong character painting.

**D. LOTHROP Co.**'s name appears on the title page of a dainty volume of poems, by Rev. Francis Edward Marston, one of the younger of American poets. Dr. Marston is a busy minister of Columbus, O., and is an earnest worker in the Society for Christian Endeavor.

**HOUGHTON, MIFFLIN & Co.** will soon publish a book of charming essays entitled "Excursions in Art and Letters," by the distinguished sculptor W. W. Story.

**G. P. PUTNAM'S SONS** have in preparation a "Story of the Civil War, 1861-5," by John Codman Ropes, secretary of the Military Historical Society of Massachusetts.

**ALDEN & FAXON**, Cincinnati, have published a book containing two hundred or more advertisements which they have written and designed for their customers.

**CASSELL'S "Blue Library"** is the name given to a new series of novels to be published by the Cassell Publishing Company. The first volume in the series will be "A Christian Woman," by Mme. Emelia Pardo Bazan, who is called "the George Eliot of Spain."

**FLOOD & Vincent**, Meadville, Pa., are the publishers of John Habberton's new novel, "All He Knew." It is the story of a poor cobbler returning from the penitentiary to his village and living up to all he knew—a simple creed learned from the prison chaplain.

## MAGAZINES

In the *New England Magazine* for May, James Hannay writes of the Loyalists of the Revolution. Although he takes an unpopular view of the subject he makes a good showing. The article is liberally illustrated by sketches taken in and around St. John, N. B. It will be of interest to all who are looking for light on the history of our country.

Professor Thomas Dwight, of the Harvard medical school, in a discussion of "What is Right-handedness?" says in the *April Scribner's*: "The most perfect ambidexter I ever knew, whose skill in writing and drawing with either hand is proverbial, has declared that he cannot drive a nail, carve, or whittle with his right hand."

*The Ladies' Home Journal* announces that the circulation has reached 600,000, and that the increase of the business necessitates the occupancy of another four-story building in addition to the two previously used.

Mrs. Ellen Olney Kirk contributes the complete novel, "Maidens Choosing," to *Lippincott's Magazine* for April. "The Elizabethan Drama and the Victorian Novel," an article by T. D. Robb, institutes a comparison between the Elizabethan and the Victorian views of life and art. Charles Morris, in an article entitled "New Africa," tells how nearly the whole African continent has been taken up by European nations.

More attention has been given to illustrations in the *April Cosmopolitan* than ever before in the history of the magazine. George Grantham Bain, the Washington correspondent, describes the White House. Brander Mathews has a critical article on "Women Writers of America." The Nicaragua canal is described and illustrated by Harvey, and the Japanese theatre by Miss Seidmore.

*Entertainment* is a magazine published at Council Bluffs, Iowa, the object of which is to give suggestions regarding harmless amusements.

The celebration of the eightieth birthday of Dr. McCosh, president of Princeton university, is described in a late number of *Harper's Weekly*. The article is accompanied by a portrait of Dr. McCosh and illustrations of the silver presented on that occasion.

The frontispiece in the April number of the *Magazine of American History*, representing "Columbus at the Court of Ferdinand and Isabella," is very timely. Some anecdotes of Lincoln are given in the paper entitled "President Lincoln and English Visitors."

The Duke of Argyll's essay, "Professor Huxley on the War-Path," is concluded in the *Popular Science Monthly* for May. The process of making artificial ice, and the arrangement of cold storage warehouses is described in an illustrated article on "Ice-Making and Machine Refrigeration," by Frederick A. Fernald. A possible solution of the problem of moral education is suggested in a paper entitled "An Experiment in Moral Training," which is contributed by Dr. Mary V. Lee.

Eugene Field, the famous Chicago journalist and author, is the subject of the engraved portrait and a sketch in the *April Book Buyer*. Arlo Bates sends an entertaining budget of bookish gossip from Boston, and J. Ashby-Sterry chats pleasantly on similar topics in London. As usual, the department are bright.

*The International Journal of Ethics* for April, published at 192 Chestnut street, Philadelphia, contains among other articles, the following: "Social Equality," by Leslie Stephen; "The Religious Element in Ethical Codes," by Professor C. H. Toy; "The Right Final Aim of Life," by Professor G. von Guayck; and "Moral Tales," by Clara E. Collet.

The numbers of *Littell's Living Age* for March 14 and 21 contain articles of unusual interest on "The Paintings of Pompeii," "A Ride in Kafferland," gives a picture of African life. In "Animal Life in Tennessee" we have a charming study of the laureate's works, and "Robert Louis Stevenson on Realism and Idealism" is another literary article of great merit. *The Living Age* has been welcomed by many people weekly for years. It is made up of selections from the best magazines.

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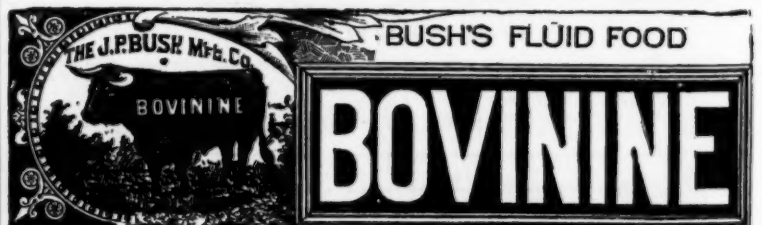
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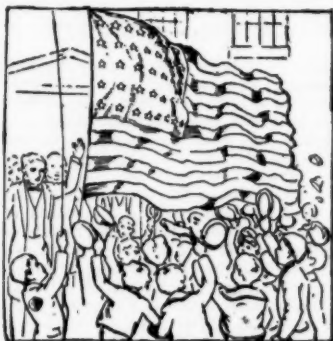
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